**Task/Verb Assessment Guidelines**

The **Purpose** of this assessment tool is to assess the identification and differentiation between choices when presented in a group of 3 options, requiring recall and extended knowledge to match the correct tool with the task verb associated with its use.

**Items Needed:** The administrator will gather each of the 25 items listed on the test document. The items must all be available during administration of the test. When possible use items the students has used for the task or has access to use. (Subsequent administrations after baseline has been established can introduce like items to test for generalization skills).

**Procedure:** Administrator and student will sit at a table clear of all except tested items displayed one test line item at a time. Student should across and face to face with administrator.

Administrator will select 3 items to lay on a table in a horizontal row in front of student, careful to alternate placement of correct choice from test question to test question.

Administrator will read the question from the test and answer document. Student will respond by typical response method by selecting one in a set of 3 items that correctly identifies the task/verb combination given. The student typical response method should be noted on the test answer document. (i.e. gesture, tapping the item, or a verbal response)

Student response will be recorded on the test and answer document using the numbered rating scale as follows:

1. No Response
2. Incorrect Response
3. Correct Response With a Cue
4. Correct response With a Prompt
5. Independent Correct Response

If assistance is needed, a cue should be given first, and then a prompt if a cue is unsuccessful. Record the cue or prompt briefly in the **Level of Assistance** column.

**Score:** Add the value of the Score columns for a raw score of the administration. This raw score can be compared to subsequent test sessions or as a basic screening test to evaluate for emerging or extended knowledge practice.